1922 - '23 V

Mitchell College

1922-23

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SIXTY-SEVENTH ANNUAL CATALOGUE

OF

MITCHELL COLLEGE
and MITCHELL ACADEMY

for Girls and Young Women

SESSION OF 1922-'23

ANNOUNCEMENTS FOR

SESSION OF 1923-'24

Statesville, North Carolina

Iredell County

COLLEGE CALENDAR

1923

September 10th, 11th—Registration of Day Students.
September 12th—Reception of Boarding Students.
September 13th—Opening of Session (10:00 a. m.)
September 17th (Monday)—Deficiency Examinations.
November 10th—End of First Quarter.
November 29th—Thanksgiving Holiday.
December 20th—Christmas Holidays Begin (Noon).

1924

January 3rd—Class Work begins 9:00 a. m.
January 19th—End of Second Quarter.
January 20th—Beginning of Second Term.
March 19th—End of Third Quarter.
May 19th—Baccalaureate Sermon.
May 20th, 21st—Commencement Exercises.

"The woman's cause is man's—they rise or sink together; dwarfed or godlike, bond or free. If she be small, slight-natured, miserable, how shall men grow?"

WOMAN must have the best education because she is the mother and teacher of our future citizens. The ideals of our civilization come from our homes. Woman is the natural teacher of the race. Her training is, therefore, the strategic point in the education of the people. Woman naturally hands on the education she has. No country which educates its mothers need ever fear the curse of ignorance. Money invested in the education of a man pays good dividends, but only for one generation; that invested in the education of woman who lives with and for children yields dividends for generation upon generation. Moreover, the dividends on the man's education are apt to be material, while those on the woman's are educational, moral, and spiritual. As the priestess in the home, the natural teacher and the maker of men, the woman should therefore have the highest and deepest, the broadest and the best education we can afford.

President Charles Wm. Dabney,
University of Cincinnati.

BOARD OF TRUSTEES

Rev. C. M. Richards, D. D., *Chairman*.....Davidson
Rev. C. E. Raynal, D. D.....Statesville
Mr. W. F. Hall.....Statesville
Mr. R. V. Caldwell.....Concord
Rev. T. W. Lingle, Ph. D.....Davidson
Mr. Jno. A. Scott, Jr.....Statesville
Rev. J. M. Clark, D. D.....Statesville
Rev. R. A. White.....Mooresville
Mr. E. B. Watts, *Sec. and Treas.*.....Statesville

EXECUTIVE COMMITTEE

C. M. Richards.....Davidson
W. F. Hall.....Statesville
C. E. Raynal.....Statesville
E. B. Watts.....Statesville
Jno. A. Scott, Jr.....Statesville

"In opening the doors of opportunity in Christian Education to woman we are educating a sculptor who will cut and chisel the solid chrysolite of our moral manhood in such a way that the blows of God's Spirit shall be able to strike it through and through and irradiate it with divine glory." * * * *

"Her broader life will make every other life broader. There is a reflex influence * * what we make her, she in return makes us. Her progress means universal progress * * *. It means better homes, better schools, better churches, a better nation * * *. God made her *woman*. Let us not try to unmake her. Let no one aim at making a man of her. In that case we should have neither man nor woman. We must make her on her own lines; her gifts on her own lines are what the world needs * * *. Masculinity and femininity are differentiated, and the differentiation is eternal. A man's power consists in his being a man, and a woman's power consists in her being a woman."

OFFICERS AND INSTRUCTORS

1922—23

REV. W. F. HOLLINGSWORTH, A. B., PRESIDENT
(Davidson College; Columbia Theological Seminary; Free Church College, Edinburgh)

MRS. SARAH B. PRICE
House Mother

REV. H. M. PARKER, D. D.
Alexandria (College &) Theological Seminary
Bible and Philosophy

MRS. MINNIE HAMPTON ELIASON, B. S.
(Statesville Female College; N. C. College for Women; Courses in Normal Training; 17 years experience)
English and History

MARY SAVAGE GILLILAND, A. B.
(Converse College—2 years experience)
Mathematics

MAGDALENE ARMSTRONG, A. B.
(Central Mississippi Institute; County Institute Work—9 years experience)
Latin

RUTH FRANCES MEINUNG, A. B.
(Salem College; Graduate Work, and Summer Schools, University of North Carolina; 8 years experience)
Sciences

SARA GRAHAM RUDD, A. B., A. M.,
(Winthrop College; Meridian College; Summer Schools, Winthrop, and University of Virginia; 8 years experience)
Modern Languages

MARY MOORE, A. B.
(Converse College; Secretarial Certificate Columbia University; Summer School, University of Virginia; 2 years experience)
College English, and Secretarial

NORA CARPENTER, B. S.
(North Carolina College for Women; B. S., Home Economics, University of Tennessee; 6 years experience)
Home Economics and English

ESSIE LOUISE GUY

(Normal and Collegiate Institute; Normal Training and Summer Schools, Winthrop College; 9 years experience)

Grammar Grade and Algebra

MARY GAITHER

(Statesville Female College; Summer School, University of Wooster; 12 years experience)

Grammar Grades

DEPARTMENT OF MUSIC

KAREL C. BONDAM, DIRECTOR

(Royal Conservatory, The Hague; Institute of Musical Art, The Von Ende School, New York)

Piano, Organ, Cello, Harmony

ETHEL LYNA SNODGRASS

(Diplomas and Certificate in Piano, Stonewall Jackson College, Martha Washington College, Cincinnati College of Music; Pupil in Organ of LiIlian-Arkell Rixford, Charles Park and Herbert Jenny, 5 years experience)

Piano, Organ, Theory

HENRIETTA SMITH

(Dakota Wesleyan College; South Dakota State College, Diploma in Violin and Piano, Graduate Course, American Conservatory, Chicago; 7 years experience)

Piano and Violin

ANNIE WILKINS LONG

(Moffat McLaurin Institute, and School of Music, Meridian, Mississippi; Teacher's Certificate, Cincinnati Conservatory; ten years Experience)

Voice, History of Music

MRS. GEO. P. WEBSTER

Matron and Dietitian

M. R. ADAMS, M. D.

College Physician

"The educated class is the influential class. From this class must come all the teachers, all authors of text books, all framers of educational policies, the leaders of thought in philosophy, science, and all literature, and the leaders in all the learned professions. Shall this class be CHRISTIAN?"—PRESIDENT GAINES.

A DECLARATION OF PRINCIPLES

(Assembly's Secretary of Christian Education)

"1. We believe that any denomination of Christians which is to do its part in the world's work must have a trained leadership and an educated constituency. We believe our first task, therefore, must be to foster an interest in education among our Presbyterian people. . .

"3. We believe that, in addition to all the schools which states and municipalities may maintain at public cost, schools of higher learning under Christian auspices and influences should be maintained in all parts of the country. . . . .

"4. We believe that the Presbyterian Church must assume its full share of responsibility for the development and maintenance of such institutions, or suffer immeasurably now and in the future.

"5. We believe that the schools which are maintained by Presbyterians must, in order to justify their existence, provide the facilitites for a sound and thorough education, such as will fully warrant them in inviting the young men and young women of our churches to come to them for training. We believe it to be our duty, therefore, to equip, endow, and sustain in our church, schools, colleges, and seminaries, that shall maintain the highest Christian ideals and shall provide an education of the highest standard."

AUDITORIUM

Foreword

In presenting this, the second catalog under the new plan of operation, we are glad to announce a very successful year. With increased dormitory capacity for the ensuing year we are justified in promising even better service without increasing our rates. We feel that it is the peculiar mission of MITCHELL COLLEGE to furnish the best in Christian education at the lowest possible cost to the student. In this way we make it possible for girls of moderate means to get at least two years of college work and life.

A year ago we promised a thorough study of the scope and work of the College, and a reorganization of the curriculum to meet modern requirements. Much of this reorganization has already taken place, and the work of the past year was shaped accordingly. A thoroughly standardized four-year High school course has been organized and officially named MITCHELL ACADEMY. The North Carolina Association of Colleges has already put the Academy on its accredited list, and we have assurance that the State Accrediting Agency will do the same at its next meeting. For one more year (1923-24) we will give a third year of College work, and will give the baccalaureate degree. Beginning September, 1924, Mitchell will accept definite Junior College classification, offering two years of *standard* College work, and will confer the degree (or title) allowed to Junior Colleges—"Associate in Arts" (A. A.) The Trustees were lead to this conclusion by several convincing facts. Higher Institutions and Accrediting Agencies have not recognized our third year, and have rated our work as equivalent only to two years. In the modern College organization it is either a four-year College, or a two-year College, either Senior or Junior. A three-year College is an anomaly. The modern requirements for a four-year College are adequate buildings and grounds, a large and well-selected library, expensive laboratories, high-salaried and highly trained heads of departments, and endowments of at

least several hundred thousand dollars. To aspire to enter the four-year College field would require the raising of vast sums of money, and a large increase in student fees and student enrollment. It is a well established fact that about 75 per cent of student fees come from the two lower College classes (by reason of their larger numbers), and about 75 per cent of the cost to the College is expended on the two higher classes. In the larger of the four-year Colleges and Universities the two lower classes have become so large as to create a real problem in College administration and efficiency. The classes, even when sub-divided, are still too large, they are oft-times taught by tutors and under-graduates, and the individual is lost in the crowd. The student gets little or no personal attention, and can not come into helpful contact with experienced teachers. For these and other reasons from 40 to 60 per cent of first-year College students in the over-crowded institutions fail and drop out of College life, many of them too discouraged to ever try again. The Junior College is being welcomed as a happy solution of this problem. It can take many of the students crowding up from the High schools of the nation, give them their first two years of College work, do the work for them at less cost to the College and to the students, be more helpful to the student in bridging the chasm between preparatory school life and work and College or University work and atmosphere, and save by personal contact and sympathetic touch many a student who otherwise would be lost to higher education. In these two lower classes real standard College work can be done more efficiently and at less cost than in the large and overcrowded Institutions. The requirements for admission to the standard Junior College are identical with the requirements of the Senior College. The hours of College work, and the subjects taught, in the Freshman and Sophomore years, are the same in the two types of Colleges. The graduate of the standard Junior College is readily admitted to the Junior Class of the four-year College, and can then continue the traditional arts and

science courses, or can begin to specialize in technical and professional courses.

We can therefore assure the patrons of MITCHELL COLLEGE that in no sense is the standard of the College being lowered —it is rather being raised. Hitherto, its third year has not been recognized, or at least the three years have been valued as only the equivalent of two. Hence nothing was gained, but rather a year in time, cost, and energy was practically lost to those entering four-year Colleges. It is the purpose of the Trustees and the President to give a four-year preparatory course, and a two-year College course second to none, that will stand the test of present-day educational standards. We feel that our equipment and other facilities are sufficient to justify us in occupying with confidence this field. At present we could not in honesty and with confidence undertake to enter the field of the four-year College. As soon as our equipment, endowment, etc., will justify it, and there seems to be a demand for another four-year Presbyterian College for women in North Carolina the Trustees will consider seriously their duty and their opportunity.

The physical condition of the College buildings and grounds have been greatly improved during the past year, the faculty is being strengthened, and the dormitory space will accommodate more students. We are confidently looking forward to an "overflow." Early Registration is advised. Address all communications to the undersigned—

W. F. HOLLINGSWORTH,
President.

Mitchell College

HISTORICAL SKETCH

AS early as 1852 Concord Presbytery began to plan for an institution of higher education for young women. The first concrete result was a strong, beautiful structure in a picturesque part of Statesville. When nearing completion in 1855 this building was destroyed by a storm. While another building was being constructed school was opened in temporary quarters, September 15th, 1856. In 1857 the College building was ready for occupancy and is described in the catalog of 1859 as "of brick, handsomely stuccoed, 138 feet in length, with a central depth of about 80 feet and three stories high. Its front, facing the principal street of the town, is ornamented with a lofty portico, supported by six massive columns, adding greatly to the beauty of its architectural proportions." It was known at that time as Concord Female College, and Professor John B. Tinsley was its first President. Through the troublous years preceding and during the civil war, Mr. E. W. Faucette, and Rev. S. C. Millen were successively President. From 1864 to 1874 it met with varying success under the successive administrations of Rev. J. M. M. Caldwell, Rev. E. F. Rockwell, Rev. R. B. Anderson, and Rev. Taylor Martin. Somewhere about 1873, because of financial troubles, it was sold to Mr. R. F. Simonton of Statesville, and was known for some years as the Simonton Female College. From 1875 to 1883 it flourished under the Presidency of Mrs. E. N. Grant, assisted by her sister, Miss M. E. Mitchell, daughters of Dr. Elisha Mitchell, who met a tragic death in 1857 while exploring what is now known as Mt. Mitchell. After Mrs. Grant's death the school was closed for a short while, and was then reopened and had a successful career for eleven years under the Presidency of Mrs. Fannie Everett Walton. In the meantime Mr. Simonton had died and the property was bought by a "Syndicate." This

body of men sold off quite a good deal of the land, and then sold the College and what land remained to Mrs. Walton. After her retirement the property would have been lost to the Presbyterian Church, but for the noble and timely aid of Rev. J. B. Shearer, D. D. He purchased the property in 1896, repaired the buildings, and secured Captain J. B. Burwell to conduct it as a Presbyterian school. At this time it took the name of the Statesville Female College. After Dr. John A. Scott became President in 1900 Dr. Shearer deeded the property to Concord Presbytery, and it was for several years under the joint control of Concord and Mecklenburg Presbyteries. From this time onward the College has prospered and the property has been greatly improved.

Largely through the generosity of Mr. W. F. Hall of Statesville, and other friends, a large addition was made to the Main Building in 1908, and in honor of Dr. Shearer, it was named "Shearer Music Hall." Dr. Scott's successful administration of fifteen years was succeeded by seven very fruitful years under the Presidency of Mr. J. M. Moore. Upon his retirement in the spring of 1922 the College began a new administration under the Presidency of Rev. W. F. Hollingsworth. The College is now conducted by the Trustees under a new plan, and is more directly under the control of Concord Presbytery.

CHANGE OF NAME

On the sixtieth anniversary of the College, urged by the Alumnae and approved by the Trustees, Concord Presbytery changed the name of Statesville Female College to MITCHELL COLLEGE.

"The name was given to the College as a mark of honor to Mrs. Eliza Mitchell Grant and Miss Margaret Eliot Mitchell, daughters of Dr. Elisha Mitchell, scientist, educator, and Christian. Mrs. Grant became President of Statesville College in 1875, and Miss Margaret Mitchell in the same year began

teaching science in the College, using in her work the scientific apparatus of her distinguished father."

"In the selection of the new name, Dr. Elisha Mitchell becomes the embodiment of the ideal—the patron saint of your College. His eminence as a scholar and teacher, his devotion to the education of youth and his exalted life, should be the inspiration for noble attainment to your institution and to all its aspiring students."—*Hon. Locke Craig.*

LOCATION AND HEALTH

The location of an educational institution means much for its future life and growth. MITCHELL'S founders could hardly have chosen more wisely. Statesville has come to be known by its thousands of admirers as "the best town in North Carolina." It is in the heart of the industrial center of the State—in less than a hundred miles of Greensboro and Winston-Salem, and in less than fifty from Salisbury and Charlotte. It is easily accessible from all parts of the State, on the main line of the Southern Railway, and twelve passenger trains pass through every twenty-four hours. Two telegraph companies and good telephone service, also put it in conversational touch with all parts of the country. Statesville is a modern small city of between eight and ten thousand population, and its social life has the charm and hospitality that is seldom seen in the larger cities. It is in the healthful Piedmont section with mountain peaks of the Blue Ridge looming in the distance, and has a delightfully mild all-year climate. Outdoor games and sports, physical culture, plenty of fresh air and sunshine are possible, and will be regarded as a regular part of school routine. Abounding physical health is producetive of the highest mental activity.

GROUNDS AND BUILDINGS

Since its early founding the city has grown up around the College, and its grounds have been somewhat restricted,

but the Trustees have recently acquired several lots of adjoining property, and the campus has been considerably enlarged. The front grounds are preserved as a park and flower garden, and sufficient space at the ends and rear of the building are reserved for athletic sports. Tennis, basketball, and volley-ball courts are maintained, and will be increased as needed.

The College building is a handsome, substantial structure as shown in the frontispiece picture, and being all under one roof makes it most convenient. The original building contains class rooms, library, laboratories, dining room, offices, dormitories, etc., and in 1908, the Shearer Music Hall was built by devoted friends and presented to the Presbytery. It is now a part of the original building and contains an auditorium capable of seating about eight hundred, besides studios, practice rooms, and dormitory rooms. Four years ago, during the Million Dollar Campaign for Education, citizens of Statesville, regardless of church affiliation, subscribed liberally, with the understanding that their gifts were to be used in the further improvement of their own College. This money has been and is still being expended for the better physical equipment of the institution. The building is furnished with both gas and electricity for heating and lighting purposes, is steam-heated throughout, has an abundant supply of good water, the rooms are large and comfortably furnished, and the equipment is far better in every way than might reasonably be expected, considering our very moderate charges.

SOCIAL AND RELIGIOUS

While keeping in mind that our main purpose is to conduct a school for intellectual training, we shall not lose sight of the fact that a young woman's social and religious training is a vital part of a well-rounded education. The routine of school life will be relieved at suitable intervals by literary and musical entertainments, lectures, and recitals, accompanied by informal social hours. MITCHELL girls will be allowed to participate in social life outside the College to a

limited extent, and only when properly chaperoned. Resident students will not be allowed to spend the night in the city except with one or both parents, and even then under conditions agreeable to the College authorities. While no effort, direct or indirect, is made to change the denominational preference or church affiliation of any student, every reasonable and legitimate effort is made to secure active Christian profession and to promote positive Christian living.

For the development of spiritual life, and training in Christian leadership, an active Y. W. C. A. is maintained and conducted by the students. Various evangelical denominations are represented in the churches of Statesville. Church and Sunday school attendance on Sunday is a regular part of school life. Resident students will have the opportunity to worship in the various churches, to hear good sermons, to observe and participate in well-conducted Sunday schools, to hear good music, and to receive training in the proper conduct of Young People's Societies.

THE BIBLE

The emphasis put upon the teaching of the Bible by capable teachers, and the moral and Christian atmosphere maintained in church schools are the things that differentiate Church and Christian education from State education. But for these the Church has no excuse for entering the educational field. President Faunce has said:

"Here then is our national peril—that the supremely important task of our generation will fall between Church and State and be ignored by both. The Church may say— 'Education is no longer in our hands;' the State may say—'On all religious matters we are silent.' Thus millions may grow up —are growing up—in America today without any genuinely religious training."

President Thompson makes this statement: "I am in no way untrue to State institutions when I say that in our day

DINING ROOM

one might become a bachelor or master in any one of the best of them and be as ignorant of the Bible . . . and the fundamental principles of religion . . . as if he had been educated in a non-Christian country."

President Hadley says: "I do not believe you are going to make the right kind of citizen by a Godless education and then adding in religion afterward. The idea is wrong. Education and religion must go hand in hand."

President Wilson truly says: "Education has always yielded her best fruit when associated with religion."

MITCHELL COLLEGE makes no apology for the prominent place that is given to the English Bible in its curriculum. We have arranged it so that every student, though she tarry but a session, shall receive some Bible instruction. No one can be said to be truly educated who is ignorant of the Bible.

Some time ago the Trustees of MITCHELL COLLEGE decided to establish the J. B. Shearer Chair of English Bible and Philosophy. This chair is founded in honor of the late Rev. J. B. Shearer, D. D., LL.D., President of the Board of Trustees of the College, and one of its most loyal friends and substantial supporters. The Trustees cordially invite the friends of this great patron and promoter of Christian Education to contribute to a fund for the endowment of this Chair.

SCHOOL LIFE AND DISCIPLINE

Our resident students range in age from fourteen to twenty-one years, the most plastic and formative period of life. In a boarding school more hours of a girl's life are spent in close contact with teachers and officers of the school, than would be possible with father and mother in her home.

It is equally true in this day and time that school authorities can exact an obedience and exercise a control which is not possible in the home-life of many families. One advantage of the small College is the close relationship between

officers, pupils, and teachers. The classes are not so large but what each pupil can receive much individual attention. The whole atmosphere of a Christian College with its high ideals, helpful spirit, and example of right living—enforcing right teaching—cannot be other than highly beneficial in the formation of strong Christian character. The President and Trustees exercise the utmost caution in the selection of teachers. They are sufficient in number to give the most efficient service. They are all graduates of well-known and standard colleges, and in addition have taken special training at numerous summer schools. They are selected not only because of scholarship and known ability to teach, but because of their fitness to be leaders and examples of Christian life and conduct.

We desire only those pupils who are willing to study and will submit gracefully to discipline. No idlers are wanted, but those who have a purpose in life will find ample opportunity to develop their talents, and will not find it hard to conform to the requirements of the school. Our aim is that the moral tone and character of the students shall be so high that they will tolerate no wrongdoing, but will fully cooperate with the faculty in securing their own highest good, which is identical with the best interests of the school. The "honor system" is inculcated in all relations between the pupils and the school authorities.

No student will be allowed to remain in school whose example is bad, who will not submit gracefully to necessary discipline, and whose influence is hurtful. *The President reserves the right to require the withdrawal of such a student at any time.* Firmness mingled with kindness will be our guiding principle.

EFFICIENCY

From experience and observation we have noticed that students seeking entrance are often not prepared for the grades or classes that they think they are, and they are greatly disappointed. They fail to acquire a high grade, or find

the work very hard, because of the lack of thoroughness in their foundation work. It is the constant aim of this school to do thorough work in all departments, and to be absolutely honest with patrons in marking and grading. The student must do the work required in each subject before being promoted. All students receive careful individual attention, not only in the class room, but in study hall, and in the preparation of daily lessons. Reviews, written and oral tests, and other approved methods are constantly in use to promote studious habits, and to secure the best results. Interested friends have offered medals, as will be seen elsewhere, to encourage the student's best efforts. A yearly average of 75 per cent in each subject is required for promotion, and a general average of 95 per cent entitles one to the Honor Roll. Quarterly reports will be sent to parents and guardians.

BOARDING DEPARTMENT

The kitchen and dining room are under the close and constant supervision of the President, assisted by a competent matron. The effort will be not only to supply wholesome food, and a well "balanced ration," but well prepared and attractively served.

After thorough study of the subject, and close observation of its evil effects, we allow no boxes of eatables from home; except fruit, nuts, or candy. Such boxes are the prolific source of impaired digestion, due to over-eating and at irregular hours, and cause many minor complaints that interfere with good and regular work. The school table furnishes all that is necessary to good health and sound development. Regular habits of eating and sleeping are essential to clear minds and sound bodies.

Prompt attendance on all meals is required. When a pupil is too sick to attend classes or meals she will be sent to the Infirmary and be under the care of the House Mother. A teacher presides at each table, and proper decorum and etiquette are observed.

HOLIDAYS AND VISITING

Monday is observed as the weekly holiday, and has been found much more satisfactory than Saturday. Community visiting will be allowed to a limited extent, and under proper restrictions, on holidays. Resident students will not be permitted to spend the night out of the dormitory, in the city. Other than local students will not be allowed to board out of the College unless with near relatives, and by special arrangement with the President. Parents are requested not to ask for frequent visits home, as all such visits distract the mind and interfere with good school work. No formal Spring Holiday is given, but where it seems advisable a few days will be allowed at home for necessary shopping and sewing. A written request must be sent to the President for permission for a student to leave the school for any purpose. Parents are assured that every care will be exercised by officers and teachers of the school to safeguard the health, manners, and morals of the girls committed to us, and that they will be properly chaperoned at all times.

LIBRARY AND LITERARY SOCIETIES

Mitchell College has a well lighted room set apart as a Library and Reading Room, which contains some 2,500 volumes, and the effort will be to increase the number as rapidly as possible. Students and teachers use the library constantly for works of reference, parallel reading, and research.

Every student is required to be a member of one or the other of the two Literary Societies—the Phi Kappa and the Phi Mu. At the bi-monthly meetings interesting programs are rendered, consisting of music, essays, readings, and debates. They cultivate ease of manner and grace of expression before an audience.

ALUMNAE ASSOCIATION

The Alumnae Association is an important factor in the

life of the College. The organization meets annually during Commencement. The object of the Association is to foster among the Alumnae sentiments of affection for their Alma Mater and for each other, and to arouse and quicken the interest in Christian education. At present the Alumnae are giving their energies to the work of increasing the equipment of the College and of adding to its patronage.

PERSONAL OUTFIT

Each teacher and pupil is expected to furnish for personal use a sufficient number of towels, table napkins, blankets, bed coverings, four sheets, two pillow cases (about 20x28), one or two counterpanes, two laundry bags. A glass and spoon for use in the room, an umbrella, overshoes, and raincoat are requisites. Rooms are furnished with double and single beds. All personal articles are required to be marked with wash proof name tapes, or other similar tapes. These are inexpensive and furnish the easiest and most satisfactory method of marking clothes. Order blanks will be furnished to prospective students. Orders can be filled in two weeks or less.

MEDALS AND PRIZES

Wood Bible Medal—The family of the late Rev. W. A. Wood, D. D., offer a gold medal to the pupil who makes the highest grade for the year in Bible in the College department.

Stikeleather Bible Medal—Mr. Horace H. Stikeleather offers a gold medal to the pupil who makes the highest average in Bible in the High School department.

Mills Music Medal—Mr. C. E. Mills of Statesville, offers a gold medal to the pupil in the music department who makes the greatest progress in Music under the Director.

Crowell Music Medal—Mr. G. L. Crowell of Statesville, offers a gold medal to the pupil in the Department of Music

who makes the best progress in the Intermediate Class under Associate Teacher.

Johnson Voice Medal—In honor of her father, Frank Osborne Johnson, Miss Lorene Johnson offers a gold medal to the pupil in the department of Voice who makes the greatest progress in Vocal Music.

Caldwell English Medal—In honor of her distinguished brother, the late Editor J. P. Caldwell, Miss Jennie A. Caldwell has established a medal to be awarded at each annual Commencement to the member of the Senior Class making the highest average for the year in the Department of English.

Steele Music Medal—The Steele Music Medal is offered by Mr. J. C. Steele of Statesville to the student making the greatest progress during the year in the Intermediate Class under Associate Teacher.

Sloop Scholarship Medal—The Sloop Scholarship Medal is offered by Mr. J. E. Sloop of Statesville, and is known as the Mrs. J. E. Sloop Scholarship Medal and is to be awarded to any student in the College Department who maintains the highest scholastic standing during the year in all subjects.

Allison Medal—Mrs. D. F. Stevenson (Atlanta, Ga.,) offers a medal in memory of her grandfather, Col. Thos. A. Allison, one of the founders, and for a long time a trustee, of Mitchell College. This medal is to be given annually for the best essay submitted by the Academy Seniors on a subject to be assigned by the donor.

Note—The Faculty reserves the right to withhold anyone of the above medals if no student in that department or class averages as high as 90 per cent.

SCHOLARSHIPS

The following scholarships are offered to deserving girls of limited means. These scholarships pay the full literary tuition for a year in MITCHELL COLLEGE:

The Wagner Scholarship is endowed by Mr. L. C. Wagner of Statesville in honor of his mother, Mrs. Susan Wagner.

The Goodman Scholarship is endowed by Mrs. John T. Goodman (Mt. Ulla, N. C.,) in memory of her husband, John T. Goodman, and their daughter, Alice Noel Goodman.

Steele Scholarship—Messrs. J. C. Steele & Sons established in 1909 a scholarship endowed for twenty years—the beneficiary to be named by themselves.

Shearer Scholarship—The Trustees of the College have established a perpetual scholarship in honor of Dr. J. B. Shearer, in recognition of his great service to the cause of Christian education, and to MITCHELL COLLEGE in particular.

Hill Scholarship—The Trustees have also established a scholarship in honor of Professor J. H. Hill, in recognition of his services to MITCHELL COLLEGE and to the cause of education in Statesvile and Iredell County.

We ought to have at least twenty-five scholarships that would pay the tuition of worthy and needy girls. One thousand dollars invested at 6 per cent, or fifteen hundred dollars drawing 4 per cent, will provide a tuition scholarship. Donors may keep and invest the principle, and give us only the interest, if they prefer. We invite friends of Dr. J. B. Shearer, and Prof. J. H. Hill, to endow these scholarships as memorials to these friends of education and benefactors of youth. The Trustees have established the scholarships, but there is no endowment to support them.

STUDENT AID

In order to make it possible for some to get the advantages we offer, who are not able to pay the entire cost, a limited number of girls will be given light work in the dining room for which they will be credited a definite amount each month on their board and tuition. All who receive scholarship aid should show a willingness to do all they can in the

way of self-help. The College has no work to offer by which a student could pay her whole way; and if it had the student could not find time to do that much. The work that is offered in no way interferes with class work or study periods. All who wish such help should make early application directly to the President.

ROOM RESERVATION

By reason of our limited dormitory space and the numbers seeking admission, we are obliged to require our patrons to sign the application form furnished with the catalog, and make a deposit of $10.00 as an evidence of good faith, in order to secure the reservation of a room. This fee will pay certain College charges as indicated below.

As the number of rooms available for students is limited and the College has no other source of income except from student fees, we must insist that patrons reserving a room should understand that it is for the school year. The withdrawal of a pupil after it is too late to fill the vacated space with another student means considerable financial loss to the College. Should several do this it would lead to a serious deficit in current expenses. *Therefore the withdrawal of a student except for protracted illness, or purely providential reasons, will be regarded as inconsistent with school ethics and business honesty.*

We especially advise early application to make sure of a room. We give preference to former students, but rooms cannot be held for them, if they are late in sending in their application in due form. No room will be held after school opens without full payment of board and tuition from the opening day. No deduction in fees will be made for pupils who enter two or three weeks late. This always entails extra work on teachers and officers of the school. No reduction is allowed for temporary absence during the term.

We urge parents to make every effort, and to make some

DORMITORY ROOM

sacrifice, if necessary, in order to have pupils enter promptly at the beginning. To be a few days or weeks late may seem a small thing to pupil or parent, but on this may hinge the success or failure of the year's work.

STUDENT PRIVILEGES

It is our policy to allow as much freedom and as many privileges as is safe, consistent, and customary in the best boarding schools. We wish to do for the daughters of other parents what we would do for our own, or would have others do for them, under similar circumstances. We insist that parents putting their daughters in our charge, must not be asking that they be allowed to come home, or go hither and thither, every few weeks. Such frequent visits away from school, whether to one's home, or elsewhere, are utterly demoralizing, and contrary to good school work and discipline.

Except in cases of illness in the family, or extreme urgency, no pupil will be allowed more than one visit home during the Fall Term, and one during the Spring Term. Parents must send written request, and give good reasons for asking any deviation from this rule.

GENERAL REMARKS

Parents are urged to co-operate with the school by inculcating the idea of simplicity and economy in dress. Expensive and elaborate dressing is not suitable for school girls, and creates envy and unhappiness in others.

Sleeveless evening dresses, and dresses cut very low in the neck, either back or front, may not be worn at any time. We insist on modesty in dress and behavior.

Students will not be allowed to wear French heels except with evening dress. "High-top" shoes must be provided for out-door wear during winter.

Parents are earnestly requested to have eyes examined,

glasses fitted, dental work done, and other such matters, on which good school work depends, attended to before pupils leave home.

Pupils will be required to care for their own rooms, which will be subject to daily inspection, and on which they will be graded for neatness, etc.

Permission from parents to pupils to do things contrary to the rules of the school, or contrary to what seems best to the school authorities, cannot be granted. Reasons will always be given where such permissions are not allowed, when requested.

Visitors and day pupils are not allowed in the private apartments of the dormitory without special permission.

Visitors are not allowed to interfere with class and school work, except for good reasons. All Sunday visiting is discouraged.

Pupils will be held strictly responsible for all damage done to school property, and a fair assessment will be made in each case, and payment required.

Simple remedies and medicines, with infirmary attention, will be furnished without additional charge. But in case of serious sickness and attendance of a physician, or nurse, the parent or guardian will be required to pay the cost. All prescriptions are charged at actual cost.

Pupils who get sick during school will be given every possible attention as regards medicine and nutrition. But people who require "special diet" cannot be received either as pupils or teachers.

All "extra" charges are eliminated as far as possible so one can easily calculate just what the total expenses will be. An allowance of from ten to fifteen dollars should be made for text-books, sheet music, etc. In the advanced classes the total will be more.

Parents are requested not to allow more than a dollar per week for spending money. Pupils will not be allowed to run "open accounts" at local stores without written permission.

Patrons are particularly requested to notify the President as to time of arrival in Statesville of prospective students in order that they may be met at the depot. Young ladies travelling alone and not being met at the station, must report at the College without delay.

Pupils seeking admission must give evidence of honorable dismissal from previous school attended, of normal health, and good character. As soon as registration fee and application are received a blank form will be sent to new students to be filled out certifying work previously done.

SCHOOL TERMS AND RATES

The school session is divided into a Fall term and a Spring term. It is also divided into four quarters. All bills for Board, Tuition, Specials, etc., are payable *Quarterly in Advance.* Quarterly payments will be due and payable September 12th, November 10th, January 19th, and March 20th.

Patrons expecting any other terms or conditions must make satisfactory arrangements with the President before the student is matriculated. On account of our very reasonable charges, no *discounts* or *reductions* can be granted. A reasonable allowance will be made for absence on account of *protracted sickness.* Pupils leaving school during the quarter for any other than purely providential causes will not be allowed any rebate. No fees will be returned in case of suspension or expulsion. *All school contracts are understood to be made for the year unless otherwise specified in writing.* (See also "Room Reservation" p. 24).

RESIDENT STUDENTS

Reservation Fee (to be applied to Library, Infirmary, and Contingent Fees)	$ 10.00
Board, Tuition, Furnished Room, Light, Heat, and Laundry, (Liberal but limited allowance) per year	260.00
In Quarterly Installments, per quarter,	65.00

DAY STUDENTS

Registration Fee (to be applied to Library, and Contingent Fees)	5.00
Tuition (Literary), College per year	60.00
Tuition, (Literary), Academy per year	50.00

"SPECIALS"

*Domestic Science (with fee) per year	25.00
*Domestic Art (with fee) per year	25.00
Piano (with use of instrument), under director, per year	100.00
‡Piano (with use of instrument), associate teacher, per year	60.00
Pipe Organ (with use of Organ for practice) per year, Director	100.00
Associate	80.00
Voice—Private Lessons (with piano for practice) per year	60.00
Voice Lessons in class, per year	10.00
Violin—per year,	60.00
†Secretarial Course, (including Shorthand, Typewriting, and Elementary Bookeeping)	60.00
Use of Typewriter, per year	10.00
Theory, Harmony, History of Music (in class) each	10.00
Laboratory Fees, (Physics, Biology, Chemistry) each	5.00

COURSES OF STUDY

The work of MITCHELL COLLEGE is divided into two main departments—Literary and Special. In the Literary department are included not only the College courses, but the Secondary (or Preparatory) school, the official title of which is "Mitchell Academy."

The Special department offers certain elective courses,

*Domestic Science and Domestic Art Pupils pay for materials used in Cooking, Sewing, etc.

†Secretarial course may be taken in one year or distributed over two years.

‡Pupils in music who have to be given periods after regular school hours will be charged extra—(except under the Director).

generally known as "Extras"—more or less befitting the "Finishing School," or the Vocational and Practical. Classes cannot be carried in Special and Elective courses unless five or more elect them. If fewer than the minimum number elect a given course, something else will have to be substituted.

LITERARY DEPARTMENT

THE COLLEGE

While MITCHELL COLLEGE for the present, (see "Foreword") offers practically three years of Standard College work, higher institutions would allow credit, probably, for only two. They generally require also two years in residence for graduation. The first two years of College work at Mitchell prepares students for the Junior class of the Standard four-year College.

The Classification Committee of the State Department of Public Instruction in 1921 admitted MITCHELL COLLEGE into the class of Institutions doing two years of standard College work. This enables the State department of Certification to give MITCHELL graduates two years College credit on their certificates, and also enables the graduates to get certificates without examination.

The requirements for admission to College courses A and B are the same as those of Standard Senior Colleges and State Universities. The requirements for admission to course C are more elastic. For *unconditioned admission* to either course, however, 15 units of approved preparatory work are requisite. Students presenting 13 units of approved preparatory work may enter on condition for the present. Arrangements may be made for *IRREGULAR* and *SPECIAL* students, but at least 10 hours of work in Literary subjects must be carried. Such irregular and special students will pay the same price and be under the same rules as the other students.

The subjects accepted as credits for admission are out-

lined in detail on the blank which is furnished each prospective student. These should be filled out and signed by the principal of the last school attended and sent in as early as possible. Unless such certificate is furnished, admission will be by examination. Graduates of accredited secondary schools will be admitted on certificate, without examination.

For Course A—Leading to A. B. degree, the *required* are as follows: English, 3; Latin, 4; Algebra, 2; Plane Geometry, 1; History, 1; total, 11.

For Course B—Leading to B. S. degree, the *required* are as follows: English, 3; Algebra, 2; Plane Geometry, 1; History, 1; Modern Language, 2; Science, 2; total, 11.

The four elective units must be chosen from the following subjects: Latin, History, Science, Modern Language, Bible.

For Course C, General Elective, the following are *required*: English, 3; Mathematics, 2; Latin, French or Spanish, 2; History, 1; Science 1, total, 9.

The six elective units to be chosen from Latin, Math, Modern Language, History, Science, Bible, Music, Domestic Art or Science, Secretarial, or Education.

REQUIREMENTS FOR GRADUATION

The minimum requirements for graduation are 15 year-hours, or 30 semester hours for each year of the course, or so arranged as to average 15, a total of 45. Where the recitation periods are less than sixty minutes enough periods are given to make the equivalent of 15 hours. No regular student may take less than 12 nor more than 18 hours of College work per year. In order to receive College credits in any "Specials" the student must have completed previously the elementary course in those subjects.

DIPLOMAS AND CERTIFICATES

Students who complete any one of the full College courses

(three years) will be given the corresponding degree (for the year 1923-'24), Bachelor of Arts, Bachelor of Science, according to past custom and the right conferred in the charter of the College. Diplomas and Certificates are awarded in the departments of Music, Secretarial, Home Economics, etc. (See "Foreword" as to degrees after this year.)

Certificates will be awarded to Irregular and Special students on the completion of approved courses.

A fee of $5.00 is charged for a Diploma and $3.00 for a Certificate. No Diplomas, Certificates, or school honors will be conferred until all bills are paid, or satisfactory arrangements made.

In the "Description of Courses of Study" (pp. 34-38) will be found more fully described the courses of study mentioned in the following "Outlines," both for the College, and for the Academy:

TABLE OF OUTLINE OF COLLEGE COURSES

	COURSE A "Classical"	Hours	COURSE B "Scientific"	Hours	COURSE C General Elective	Hours
FIRST YEAR	English I.	3	English I.	3	English I.	3
	Mathematics I.	3	Mathematics I.	3	Latin I., French or Spanish I.	3
	Latin I.	3	French or Spanish I.	3	History I. or Bible I.	3
	French or Spanish I.	3	History I. or Bible I.	3	Elective (2 Subjects)	6
	History I. or *Bible I.	3	Science I. or II.	3		
		15		15		15
SECOND YEAR	English II.	3	English II.	3	English II.	3
	Latin II. or French II.	3	French II.	3	Latin II. French or Spanish II.	3
	Mathematics II. or III.	3	Bible I. or History I.	3	Elective (3 Subjects)	9
	Chem. II.	3	Science II.	3		
	Elective (1)	3	Elective (1)	3		
		15		15		15
THIRD YEAR	English III.	3	English III.	3	English III.	3
	Latin II. or French II.	3	History II.	3	History II.	3
	Math. II. or III.	3	Math. II.	3	Elective (3 Subjects)	9
	Psychology	3				
	Elective (1)	3	Elective (2 Subjects)	6		
		15		15		15

*Pupils who present as an entrance credit one unit in Bible will be allowed certain substitutions in their College years. Those who have had no Bible will be required to take one or more hours per week in the Old and New Testaments.

MITCHELL ACADEMY

This department presents a standard four-year High School course, preparatory to College. Any student who has completed with credit the seventh grade of an approved Grammar school, and can give satisfactory evidence of honorable dismissal, will be eligible for the first year of the Academy. Pupils seeking admission to the eighth or higher grades must not only produce certificates showing work previously done, signed by the principal of the last school attended, but must submit to oral or written tests if deemed advisable by the committee on classification. Continuance in the grade assigned will be dependent on the student's ability to do the work.

The Academy is already on the list of secondary schools, whose graduates will be admitted on certificate, of the N. C. Association of Colleges. We have assurance also that it will be put on the accredited list by the State accrediting agency at its first meeting in June.

College Preparatory and General Elective courses, indicated in the following outlines by the letters A, B, and C, and special courses in Music, Home Economics and Secretarial, are offered. The regular courses are designed to meet College entrance requirements of Standard Colleges, and the elective courses are both cultural and practical. Students entering upon High School work should know at the time, if possible, whether they are to take a two or four year College course and consult with the President as to the course best suited to their particular needs. *After selection has been made and work begun no changes will be allowed without the Faculty's consent and approval.*

REQUIREMENTS FOR GRADUATION

In order to receive an Academy Diploma the student must complete one or the other of the courses outlined and

"A little foolishness now and then"

described in the following pages. The Standard Colleges require 15 units for unconditional admission to the Freshman class. The courses here presented will give a credit value of at least 15 and not more than 16 units.*

The requirements for graduation are as follows, expressed in units:

Course A—Preparatory to College Course A—English, 3; Math., 3; Latin, 4; French or Spanish, 2; History, 2; Science, 1; Bible, 1; total, 15 or 16.

Course B—Preparatory to College Course B—English, 3; Math., 3; Latin, 2; French or Spanish, 2; History, 3; Science, 2; Bible 1; total, 15 or 16.

Course C—Preparatory to College Course C—English, 3; Math., 2; French, Spanish or Latin, 2; History, 2; Science, 2; Bible, 1; Elective, 3; total, 15.

Notes on Electives

Course C—Not more than two of the three units of elective work may be taken in "Specials." One unit of credit is given for the completion of the two-year course in Harmony; not more than one unit of credit in Music will be given unless at least one year of Harmony is taken; credit is given at the rate of one-half unit for a year's work beyond the third grade in the Piano Course, or the corresponding grade in Voice and Violin. No credit toward graduation is given for elementary work in any of the "Specials."

Only one musical subject may be taken as an elective in any one year.

*A unit is defined as one course of study pursued for one session of 34 weeks, with five recitations per week of not less than 40 minutes each.

OUTLINE OF ACADEMY COURSES

	COURSE A Preparatory to College B. A.		COURSE B Preparatory to College B. S.		COURSE C Preparatory to College General Elective	
		Periods		Periods		Periods
FIRST YEAR	Algebra I.	5	Algebra I.	5	Algebra I.	5
	English I.	5	English I.	5	English I.	5
	Latin I.	5	Latin I.	5	History I.	5
	History I.	5	History I.	5	Bible I.	2
	Bible I.	2	Bible I.	2	Elective (1)	5
		22		22		22
SECOND YEAR	Algebra II.	5	Algebra II.	5	Algebra II.	5
	English II.	5	English II.	5	English II.	5
	Latin II.	5	Latin II.	5	History II. or III. or Science I. or II.	5
	History II. or III.	5	Science I.	5	Elective (1)	5
	Bible II.	2	Bible II.	2	Bible II.	2
		22		22		22
THIRD YEAR	English III.	5	English III.	5	English III.	5
	Geometry (Plane)	5	Geometry (Plane)	5	French or Spanish,	5
	Latin III.	5	French or Spanish,	5	Elective (2)	10
	French or Spanish,	5	Science II.	5		
	Bible III.	2	Bible III.	2	Bible III.	2
		22		22		22
FOURTH YEAR	English IV.	5	English IV.	5	English IV.	5
	Science II. or IV.	5	History II. or III.	5	French or Span. II.	5
	Latin IV.	5	French or Span. II.	5	Elective (2)	10
	French II.	5	Science IV.	5		
	Bible IV.	2	Bible IV.	2	Bible IV.	2
		22		22		22

DESCRIPTION OF COURSES

LITERARY DEPARTMENT

The Roman numeral accompanying each subject indicates the number of the course in that subject, both in the "Outline" and the "Description of Courses." College courses are indicated by the letter "C," and Academy courses by the letter "A." Where "Texts" are not named changes are under advisement.

BIBLE

This subject, throughout the whole course, is taught with a broad and liberal spirit, and in no sense to inculcate sectarian beliefs or to emphasize denominational differences. The memorizing of classic passages will be a part of the course.

A I. Steele's Bible Outlines from the Creation to the death of Solomon.

A II. Steele's Bible Outlines from Solomon through the Poetic and Prophetic Books.

A III. Steele's Bible Outlines, The Life of Christ.

A IV. Steele's Bible Outlines, The Book of Acts, Epistles, etc.

C I. (a) For those who have taken the preceding course, a rapid survey will be made of the Bible as a whole by books, by periods, topics, character study, etc. (b) Those who have not had the four year Preparatory Course may substitute A III., or A IV.

C II. An elective course for second-year students who have completed either C I. or the Preparatory Courses. The first semester's work a close and critical study of the Life of Christ and the four Gospels. The second semester a study of Elementary Ethics.

C III. An Elective Course for second and third year College students; A Teacher Training Course; a Study of Sunday School History, Methods, and Teaching.

Texts—Steele's Bible Outlines, Shearer's Bible Syllabus, Stalker's Life of Christ, Trumbull's Teaching and Teachers, works of reference, etc.

Each student is required to have her own Bible.

ENGLISH

We wish to make this one of our strongest courses. It is a matter of common observation that many graduates of High school and too often even of College, are not well drilled and grounded in the proper use of their mother tongue. Their spelling is poor, their grammar is faulty, their composition is crude. Much attention will be given to these fundamentals. We strive to instill habits of careful and correct oral and written expression and a taste for good literature.

A I. Advanced Grammar and Review—Thorough Drill in the principles of Grammar, Spelling, Punctuation, Sentence Construction, etc.

Literature—(a) Class Study—Pilgrim's Progress; Lady of the Lake; Sketch Book. (b) Parallel Reading—Selected Narratives Old Testament History; Robinson Crusoe; Julius Caesar; Ancient Mariner.

A II. Elements of Composition—Rhetoric begun; Drill in Spelling. Composition, Oral and Written.

Literature— (a) Treasure Island; Franklin's Autobiography; Romeo and Juliet; Idylls of the King. (b) Odyssey (Selections in Translation); As You Like It; Silas Marner; Lays of Ancient Rome.

A III. Composition and Rhetoric—Themes, oral and written; Memory Work.

Literature—(a) Tale of Two Cities, Essay on Burns; Cotter's Saturday Night; Midsummer Night's Dream. (b) The Talisman; The Traveller and the Deserted Village; Sesame and Lillies; Merchant of Venice.

A IV. Composition and Rhetoric Continued—Outlines of American Literature, Original Composition.

Classics—(a) House of Seven Gables; Joan of Arc; Milton's Minor Poems, Macbeth. (b) David Copperfield; Farewell Address and Bunker Hill Oration; Essay on Johnson; Selections from American Authors (Lowell, Longfellow, Whittier).

Basic Text for A I and A II; Lewis and Hosic, Practical English for High Schools. Text for A III, and A IV.; Hanson, Two years course in English Composition.

C I. Composition and Rhetoric—A part of this course is devoted to a thorough drill in English Fundamentals, preparatory to College English. This is intended to discover and correct deficiencies in speech, grammar, and composition.

The advanced work consists in a study of the various types of composition, narration, description, exposition, and argumentation, with consistent practice in both oral and written composition.

Masterpieces of English and American Prose are read and analyzed. The reading is selected in such a way as to illustrate the gradual growth and development of English and American Prose.

C II. Types of Literature—The aim of this course is to familiarize the student with the distinctive types of literature, both poetry, and prose, as seen in the epic, the lyric, the drama, the essay, the short story, and the novel. Representative writers of each age are studied, with special emphasis on Shakespeare, Milton, and the Romantic Poets. Frequent themes; Parallel reading; class reading, and discussion.

C III. (a) American Literature—The aim of this course is to enable the student to discover the distinctly American ideals as re flected in our literature. The leading American poets, novelists, essayists, and orators are studied. During the latter part of the spring term special emphasis is placed upon the literature of the South.

(b) Contemporarty Literature.—The aim of this course is to familiarize the student with such representative English and American poets as Brooks, Gibson, Keats, Lowell, Robinson, Frost, and Masters, and such novelists and essayists as Kipling, Wells, Galsworthy, Arnold Bennett, Ibanez, Chesterton, and Phelps.

Written work; parallel reading; class reading, and discussion, throughout the year.

FRENCH

A I. Elementary—The first year's work comprises careful drill in pronunciation, Grammar, composition, dictation—Reading of Francois and Giroud's Simple French; Monvert's La Belle France (100 to 175 pages).

A II. Syntax and Composition—Dictation, letter writing conversation, French idioms, essays in French, phonetics, Reading of 350 to 400 pages of French texts; such as Merimee's Colomba, Duma's Monte Cristo, Daudet's Trios Contes Choisis.

C I. Adapted for students who present fewer than two units at entrance: Review in Grammar, Reading, Exercises and Composition. Readings from L'Abbe Constantin, Monvert's Aux Etats Unis, La Mare au Diable (about 500 pages).

C II. For students who present two units at entrance, or who have completed C I. Advanced work in Grammar, prose composition, sight reading, conversation, French idioms, and Proverbs. Readings from Corneille's Le Cid, Racine's Esther, Hugo's Hermani and Ruy Blas, Rostand's Cyrano de Bergerac (at least 500 pages).

C III. A study of the variuos classical and modern types of French: The Drama, Lyric Poetry—The Short Story in the 19th Century. Reading from 600 to 1000 pages selected from Moliere, Lamartine, Vigny, Bondelaire, Maupassant, et al.

Note—Fraser and Squair's Grammar, or Chardenal's Complete French Course, will be the chief Text.

SPANISH

For the benefit of students who present one or more units in Spanish, and who wish to continue the subject, or for those who require credits in two modern languages to meet College entrance requirements, classes will be formed where five or more elect the same course—otherwise French is the Modern Language required in the regular curriculum.

A I. Elements of Grammar—Conversation, Dictation, Easy Composition, Letter Writing—Translation of 100 to 175 pages of graduated texts. Texts: De Vitis Spanish Grammar, De Vitis Spanish Reader, Cuba y Los Cubanos.

A II. Grammar, Dictation, Prose Composition, Conversation, Letter Writing. Reading of 250 to 400 pages of modern prose. Texts: De Vitis Grammar, Espana Pintoresca, Novelas Cortas.

C I. Review of Grammar—Prose, Composition, Letter Writing, Dictation, Conversation. Reading of 500 to 600 pages of modern prose. Texts: Smith's Spanish Grammar, Cool, A Spanish Composi tion, Vistas Sudamericanas, El Pajaro Verde.

C II. A comprehensive study of Spanish Literature and the Drama—Extensive readings from the various types studied. Texts: Gil y Zarate, El Estudiante de Salamance, Juan de las Vinas.

HISTORY

The History courses include, besides the regular Texts, Parallel Reading, Current Events, note books, map work, etc.

A I. History of Europe—Ancient and Mediaeval; Early Man to 1789 A. D. Text—Robinson and Breasted, Part I.

A II. English History—Montgomery or Cheney.

A III. History of Europe—Our Own Times; 1789 to the Present. Text—Robinson and Beard, Part II.

C I. American (Constitutional) History—Hart's Essentials of American History, or West's American History and Government; Problems of Democracy.

C II. The Renaissance and The Reformation—Transition from Mediaeval to Modern Times. The Papal Power. The Protestant Reformation. Their Influence on Modern Life. Historical Novels.

LATIN

Comparatively few students are able to do sufficient preparatory work to read four books of Caesar in two years. It is highly desirable that some elementary work be done before entering High School, or that the student be prepared to carry Latin into the third year to meet College entrance requirements.*

A 0. Thorough Mastery of Forms and Pronunciation—Drill in Declensions and Conjugations; Vocabulary; Easy Translation; Latin-English and English-Latin. **Text**—Bennett's First Year Latin.

A I. Constant drill in Declensions, Conjugations, and Principles of Grammar and Composition; Caesar, begun. **Texts**—Bennett's First Year Latin, Bennett's Latin Grammar, and Gallic War.

A II. Latin Grammar and Latin Composition.—Four books of Caesar completed (necessary for credit.)

A III. Continued drill in Grammar and Composition—Cicero; Archias, Manilian Law; Orations against Cataline I.-IV.

A IV. Same as above—Constant work on vocabulary. Virgil; Aeneid, Books I.-VI. **(College entrance requirements).**

C I. Grammar, Prosody—Practice in Translation at sight; Prose Composition; Livy; Selections from Books I., XXI., and XXII; Horace; Odes and Epodes.

C II. Same as above. Horace; Satires and Epistles. Selections from Tacitus; Germania and Agricola.

*First and second year Latin carry no credit without four books of Caesar. Two units credit is allowed when this work is completed.

MATHEMATICS

A 0. Advanced Arithmetic—For students not prepared for Algebra, half year or whole year.

A I. First Year Algebra, which includes the four fundamental principles: common factors and multiples, simple equation, fractions and simple fractional equations; simple problems.

A II. Second Year Algebra—Involution and Evolution; Theory of Exponents; Quadratic Equations; Binomial Theorem; Ratio and Proportion; Progressions.

A III. Plane Geometry—Books I. to V. **Text**—Smith, or Wentworth-Smith.

A IV. Algebra and Geometry Review—To meet College entrance requirements.

C I. Solid Geometry, and Plane Trigonometry. Texts—Wentworth-Smith, and Wentworth.

C II. College Algebra—Well's Textbook in Algebra.

C III. Plane Analytical Geometry—Introduction to Calculus; elementary principles and applications.

EDUCATION—PEDAGOGY

This course is offered as an elective for College Students who expect to teach. While it is largely introductory and elementary, it will be of great assistance to prospective teachers.

C I. Educational Psychology—An introductory course based upon such texts as Pillsbury's Essentials of Psychology; La Rue's Psychology for Teachers. Taught with a special view to its bearing upon the educational process. Reference Texts—James, Breese, etc.

C II. Teacher Training—An elective course for College students who expect to teach, furnished by Mr. A. T. Allen, Director of the State Department of Teacher Training. Adapted to the field of Grammar Grade teaching*

One Semester; Bagley's Class Room Management.

One Semester: Charter's, Teaching the Common Branches. Abundant observation in city and rural schools throughout the course, 3 year-hours credit.

*For those who wish to prepare for the High School field the above course will be supplemented by Calvin's, Introduction to High School Teaching.

Just
Girls

ETHICS

C I. This elementary course is supplementary to the study of the Life of Christ (half year) and embraces a study of the history of Ethics, the various types of ethical theory and their practical application.

SCIENCE

Where Laboratory work is required the student must keep careful record of all work done. Two Laboratory periods are equivalent to one recitation period.

A I. General Science—This course gives the fundamental principles of Science and prepares the student for the courses which follow. Text, Caldwell and Eikenberry.

A II. Chemistry I.—This course includes recitations and experiments, with Laboratory Manual. **Text**—McPherson and Henderson.

A III. Household Chemistry—Designed for students taking Domestic Science and closely related to Home Economics, (not a substitute for Chemistry I.)

A IV. Physics—Class Recitations and Laboratory Work. **Text**—Milliken and Gale.

C I. General Biology—Introductory to a more exhaustive study of Botany and Zoology, including the study of typical plants, typical animals, and general biological problems. Laboratory and field work. **Text**—Hunter's Essentials of Biology.

C II. Chemistry II. General Chemistry (Chemistry I prerequisite). **Texts**—General Chemistry (Smith), or other Text.

DEPARTMENT OF "SPECIALS"

MUSIC—INSTRUMENTAL AND VOCAL

MITCHELL COLLEGE is unusually forunate in having had at the head of its Music Department for several years a man of such high attainments and eminent ability as PROF. KAREL C. BONDAM. He will continue as Music Director, and besides taking a limited number of pupils will direct the work of the department, unifying and correlating the course, and advising with teachers and pupils. His associate teachers are chosen

because of their proven ability and success. The whole department will maintain a high standard of excellence.

The equipment for this department is ample and sufficient. The lower floor of Shearer Music Hall is devoted to studios, practice rooms, and a large auditorium. Besides a sufficient number of Pianos the school is provided with a splendid Pipe Organ, the gift of Mr. C. E. Mills and other friends of Statesville. The practice work of students is carefully supervised.

Instruction is given in Piano, Organ, Voice, Violin, Cello, Theory, Harmony, History of Music, and musical appreciation.

In order to make the study of music really an efficient one, it is essential to have solid foundations to build upon. Foundations cannot be laid in a better way than by cultivating the musical ear, understanding, and appreciation.

The College therefore, furnishes an opportunity to all music students to join such a class in ear training and sight singing which will be conducted by the vocal teacher, and will be held on such hours that all students can attend.

OUTLINE OF COURSES

PIANO

Students who have successfully finished the Elementary Course in Music or those who can pass an examination showing that they have made sufficient progress both in practical and theoretical work, may enter the

REGULAR COURSE

This course is subdivided into an Intermediate and an Advanced course, each of which requires at least 3 years of conscientious study. Slow pupils will require more.

A. INTERMEDIATE COURSE

FIRST YEAR—Practical Work.

Major, Minor and Chromatic scales, chords and Arpeggios, in moderate tempo and in simple forms (similar motion in octaves.)
Czerny Op. 636 and 299 (first part) Heller Op. 47, 125, 119, 46.
Sonatinas: Krause, Reinecke.
Pieces like: Jensen Op. 33, Gade Op. 36.
Handel, easy composition, etc.
Intervals, Scale construction, different kinds of triads and their inversions.

SECOND YEAR—Practical Work.

Scales and Arpeggios continued, moderate tempo, in thirds, sixths, etc.
Czerny Op. 299, Heller Op. 45, 78, 80.
Bach, 2 part Inventions.
Sonatas: Easier ones of Haydn and Mozart. Pieces like those in Schirmer's Albums of Grieg, Godard, Moskowski, except the most difficult ones.
Theoretical Work: Elements of Harmony.
Text-book: Tapper's First year Harmony.

THIRD YEAR—Practical Work.

Scales and Arpeggios continued—all forms, similar and contrary motion.
Chromatic scales with different fingerings.
Octave studies.
Chrisander: Technical Exercises (Modulating)
Czerny Op. 740.
Cramer, 50 selected studies.
Sonatas: Haydn, Mozart, Beethoven, (easier ones) Schubert.
Heller: Op. 81, 16, 82, Jensen Op. 32.
Bach, 3 part Inventions and French suites.
Schubert Impromptus.
Pieces by Grieg, Jensen, Moskowski, Mendelssohn, Raff, Scharwenka, Kjerulf, Schumann, Sinding.
Theoretical Work: Harmony continued.
Text-book: Tapper's First Year Harmony.

Students having successfully finished this course are entitled to a certificate and may enter the Advanced Course.

B. ADVANCED COURSE

FIRST YEAR—Practical Work.

Scales and Arpeggios continued, all forms; increasing speed.
Dominant and Diminished seventh chords.
Also scales in double thirds and sixths. Chrisander: Technical exercises, Tansig; Daily exercises.
Czerny Op. 740, Cramer, selected studies.
Clementi: Grades ad Parnassum.
Etudes by Henselt, Chopin and others.
Bach, English suites.
Sonatas: Beethoven, Schubert, Schumann, Grieg.
Compositions by Chopin, Liszt, Rubenstien, and modern composers.
Theoretical: Harmony continued.
Text-book—Tapper's second Year Harmony.
Course in History of Music.
Analysis of Musical Forms.

SECOND YEAR—Practical Work.

Scales and Arpeggios continued, all forms, increasing speed.
Tansig Daily Exercises.
Etudes by Chopin, Liszt, and Modern Composers.
Preludes and Fugues: Bach's Well-Tempered clavichord.
Compositions by Bach, Beethoven, Brahms, Chopin Schumann, Liszt, and others.
Theoretical Work: Harmony continued, History of Musical Forms, Counterpoint.

THIRD YEAR—Practical Work.

While continuing the work of the Second Year, much of the time will be devoted to the preparation of a Recital Programme.

Also practical work in Instruction for those who intend to become music teachers.

Harmony and other Theoretical Study continued and extended.

ORGAN

The study of the Organ can only be successfully undertaken after finishing the Intermediate course in Piano. And even to greater advantage after two or three years of the Advanced course in Piano, especially if the candidate expects to discontinue Piano Study and devote all efforts to the Organ.

Students who have enough time to devote their efforts to both instruments, should do so by all means, and with the understanding that Graduation in Piano may precede Graduation in Organ by one year at least.

A great deal of the work on both instruments runs parallel, so it will be unnecessary to outline the Course in Organ as minutely as for Piano.

We may assume that about three years of conscientious study will put the student well upon the road to become a thorough musician and organist. The experience which comes only to the practical organist, occupying a church position, will in time do the rest.

The foundation thereto will be laid best by giving the student every opportunity to play for church services, to accompany instrumentalists, and vocalists, and to do choir work.

Starting with a method like Stainer's "The Organ" and simple studies of Rinck and other composers, the student will gradually approach the greater organ compositions of Bach, Mendelssohn, Rheinberger, Guilmant, Cesar Franck and others.

VIOLIN

As in Piano, an elementary course is understood to have laid the foundations of bowing and position of the hand, as well as those of general musical knowledge.

A. INTERMEDIATE COURSE

FIRST YEAR—

The Violin methods of Laovreaux, Dancla, or Hermann, and such books as Mittell: Graded Course Vol. I., which has been studied before, can be continued and gradually studies from Hofmann Op. 25, and Wohlfahrt Op. 45 or 74 may be taken up.

SECOND YEAR—

Violin method continued, First and Third Positions.
Alard Op. 10. Kayser Op. 20, II. Mittell Graded Course II.
Schradieck, School of Technics, Scales and Arpeggios.
Shifting of the Positions.
Easier Sonatinas and other Pieces.

THIRD YEAR—

Sevick, Daily Exercises.
Maras Op. 36 I. Dont Op. 37, 38, Sevick Op. 8, Krintzer 42, Etudes.
Sonatinas by Schubert, Sonatas by Mozart. Concertino by Sitt, Cavatina by Raff, and simular compositions.

ADVANCED COURSE

FIRST YEAR—

Scales and Arpeggios, with increasing speed. Also extension into four octaves.
Double stops, Staccato and Spiccato Fiorillo, 36 Studies, Danclas, Op. 73, Leonard Op. 21.
Sonatas by Beethoven, Gade and others.
Concerto by Viotti.

SECOND YEAR

Scales and Arpeggios continued.
Rode 24 Caprices, Gavinces 24 Studies, Dont Op. 35. Bach Sonatas.
Concerto by Mozart, Mendelssohn, or Bruch.

THIRD YEAR—

Studies from Vieutempo, Wieniawski or Paganini and

Preparation of a Recital Programme, Practical work in Instruction for those who intend to become music teachers.

The Theoretical Work for Violin Students is identical with that of the Piano student.

VOICE

It has been said that "breathing is singing"—while this is not literally true, correct breathng forms the basis of vocal art. The opportunity for voice culture should not be limited to the chosen few who are endowed by nature with good voices. Work with a competent and experienced teacher can almost make a voice where there is none. At least a very poor or weak voice is capable of almost limitless expansion and development by judicious training. It also will develop the pupil in other ways. Deep breathing, which is an important part of voice culture, develops the lungs, corrects a bad carriage, and makes one healthier. Voice culture comprises correct respiration, tone emission, and interpretation. A course in this department will be most beneficial whether or not one expects to make singing a profession.

GRADE I.

Breathing Exercises for development of respiratory muscles, diaphragm and lungs, vocalises for voice placement and tone production, including intervals, scales, etc. Exercises by Root, Behnke, Pearce, and others for articulation and phrasing, Easy songs.

GRADE II.

Breath control and tone production continued, Concone Op 9 and 12, Vaccai Italian school of singing, Art of Vocalization, Marza I., Marchesi. More difficult songs, The easy songs of Schubert, Schumann, Brahms, Mendelssohn and American composers.

GRADE III.

Vocalises embracing embellishments, trills, and scale passages for developing flexibility.
Master pieces of Vocalization, Max Spicker Book I.
Art of Vocalization, Marzo Book II.
Famous songs prepared by Krehbiel, Early Arias begun.

GRADE IV.

Studies in Bravura and scale passages continued.
Marza II. continued, Lamperti, Lutgen (operatic vocalises)
Max Spicker, Book II.
Selections from the Oratorios and Operas, American songs.

HOME ECONOMICS

"Home Economics stands for the utilization of the resources of modern science to improve the Home Life."—Mrs. Ellen H. Richards.

The courses in Home Economics, when taken as electives, will be credited towards all degrees conferred by the College. A two year certificate course is arranged for those who are not candidates for degrees. All students are advised, however, to take courses leading to a degree.

DOMESTIC SCIENCE

The purpose of this department is to teach the fundamental principles underlying such processes as cooking, serving, sanitation, home nursing and household management.

In the Laboratory students are required to wear plain washable dresses and long white aprons.

DOMESTIC SCIENCE I.

A study of food principles, composition, production, manufacture, cost and care of food in the home. A study of heat and its effect on each food principle.

Preparation of simple foods and types of dishes with planning and serving two simple meals.

Periods—One lecture and two laboratory periods a week throughout the year.

D. S. II. (Prerequisite D. S. I.)

Practical work in advanced cookery and serving. School and picnic lunches, invalid cookery, planning of menus, making budgets and marketing. Lectures on Home, Care of the Sick, Personal Hygiene, Home Sanitation.

Periods—One lecture, two laboratory periods first semester.

D. S. III. (Prerequisite D. S. II.)

Nutrition and Dietetics. Study of the balanced diet, caloric value, composition and cost of foods, needs of the individual member of the family in regard to age, occupation, sickness or health.

Preparation and serving of a course dinner.

Lectures on Nutrition, Dietetics, Digestion Correlated with Advanced Physiology.

Periods—One lecture, two laboratory periods second semester.

DOMESTIC ART

The aim of this department is to give both practical and intellectual phases through problems connecting the work with activities of the home, to develop efficiency and good taste with an appreciation of true beauty in connection with home making and costuming.

The department is well equipped with machines, cutting tables, electric irons, etc.

DOMESTIC ART I.

Essential and decorative stitches and seams applied to articles needed by students, full set of undergarments and simple dress will be made.

Origin and manufacture of textile fabrics, selection and care of clothing.

Periods—One lecture and two laboratory periods per week throughout the year.

DOMESTIC ART II. (Prerequisite D. A. I)

Use and care of machine and attachments.

Making and adoption of patterns.

Study of textiles, manufacture, adulteration and suitable use.

Dressmaking and household linen.

Periods—One lecture and two laboratory periods per week throughout the year.

DOMESTIC ART III. (Millinery).

An elementary course including the making and trimming of hats. Renovating hats, making of bows and flowers.

Periods—One laboratory period a week for one quarter.

NORMAL HOME ECONOMICS:

A course for those planning to teach Home Economics: It includes the history of the movement, scope of work, methods of presenting the subject. Study of laboratory equipment and management. Lesson plans, demonstration, and practice teaching.

Periods—One laboratory period a week for one quarter.

TWO YEAR CERTIFICATE COURSE

FIRST YEAR		SECOND YEAR	
English	3	English	3
History, Latin, Music or Advanced Physiology	2	History, Latin, Music or Household Chemistry	3
Physics		Normal Home Economics, Elective	½
Bible	3	Domestic Science II.	1
Domestic Science I.	2	Domestic Science III.	2
Domestic Art I.	2	Domestic Art II.	2
		Domestic Art III.	½

COMMERCIAL DEPARTMENT

SECRETARIAL COURSES. Five hours a week for the year.

This course includes Shorthand, Typewriting, English, Spelling, and an introduction to Bookkeeping.

Text-books—Course in Isaac Pitman Shorthand; Pitman's Progressive Dictator; Course in Touch Typewriting (Chas. E. Smith); Twentieth Century Bookkeeping and Office Practice, (Jas. W. Baker), Part I.

Students applying for certificate must be proficient in penman-

ship, punctuation, grammar, composition, spelling, and arithmetic. English must be taken through the High School. A speed of ninety words a minute (new matter) in shorthand and seventy words a minute (new matter) typewriting, will entitle a student to a certificate.

BOOKKEEPING COURSE. Three hours a week for the year.

This course includes Spelling, Business Arithmetic, Business English, Rapid Calculation, Bookkeeping and Office Practice, Parts I, II, III, IV.

Text-books—Pitman's Cumulative Speller; Commercial Correspondence and Commercial English; Business Arithmetic, (Goodyear-Marshall); Bookkeeping and Office Practice, Parts I, II, III, and IV. (Jas. W. Baker.)

Part I.—The object of this work is to give the student a thorough explanation of the principles of bookkeeping and their application, the method of recording transactions (double entry), Journalizing, posting, taking a Trial Balance, making the Balance Sheet, closing the Ledger, etc., and to make her familiar with Commercial paper.

Part II. In this work the student is taught how to render statements of accounts to customers on the first of the month, the use of special columns in the Cash Book, the entries required when a partner is admitted into the business, and various other important points.

After completing Part II, the accurate student should be able to keep a light set of books.

Part III.—The object of this work is to teach the student the advantage of the loose-leaf Sales-Book, and Ledger, Special Column Cash Book, etc.

Part IV.—Corporation Bookkeeping.

This course is a continuation of Part III, the partnership business being incorporated; introducing special ledger accounts, special ruling in all books of original entry, etc.

Note—This course may be completed in nine months, by intensive study, but it is earnestly advised to give two sessions to it and the allied studies.

ROLL OF STUDENTS

1922—23

COLLEGE III.

Anderson, Marjorie	North Carolina
Choate, Fay	North Carolina
Carrigan, Clara	North Carolina
Crowe, Mervyn	Florida
Currie, Sallie	North Carolina
Fraley, Anne	North Carolina
Gabriel, Mafalda	North Carolina
Holland, Tobie	North Carolina
Ives, Gertrude	North Carolina
Kirk, Elizabeth	South Carolina
Knox, Kate	North Carolina
Knox, Eva (Irregular)	North Carolina
McAuley, Martha	North Carolina
Monteith, Lillian	North Carolina
Morrison, Margaret L.	North Carolina
Morrison, Evelyn	North Carolina
Scroggs, Lois (Irregular)	North Carolina
Troutman, Helen	North Carolina
Thompson, Fay	South Carolina
Watson, Helen	North Carolina
White, Celeste	North Carolina
White, Norma	North Carolina

COLLEGE II.

Boggs, Fay	North Carolina
Brown, Helen	North Carolina
Bowles, Garnett	North Carolina
Frazier, Irene (Irregular)	North Carolina
Fraley, Thelma	North Carolina
Goode, Ruby	North Carolina
Hobbs, Lera	North Carolina
Holbrook, Jennie	North Carolina
Matheson, Katherine	North Carolina
Monteith, Helen	North Carolina
Stevenson, Theresa	North Carolina
Yates, Lois	North Carolina

COLLEGE I.

Abernethy, Lavenia ---------- North Carolina
Abernethy, Lucy ---------- North Carolina
Abernethy, Nora ---------- North Carolina
Brown, Naomi ---------- North Carolina
Carter, Alice ---------- North Carolina
Conger, Margaret ---------- North Carolina
Coffey, Elsie (Irregular) ---------- North Carolina
Chester, Grace (I. and II.) ---------- North Carolina
Crowell, Manetta ---------- North Carolina
Clark, Annie ---------- North Carolina
Davis, Martha ---------- North Carolina
Foard, Elizabeth ---------- North Carolina
Fox, Murl ---------- North Carolina
Foster, Sarah ---------- North Carolina
Gabriel, Helena ---------- North Carolina
Hines, Ruby ---------- North Carolina
Hatch, Esther ---------- North Carolina
Johnson, Mary A. ---------- North Carolina
McAuley, Mary ---------- North Carolina
McGill, Annie ---------- North Carolina
Maultsby, Helen ---------- North Carolina
Poston, Catherine ---------- North Carolina
Ramsour, Sallie ---------- North Carolina
Short, Eugenia ---------- North Carolina
Saunders, Helen ---------- North Carolina
Sims, Mary ---------- North Carolina
Snodgrass, Amy (Irregular) ---------- Virginia
Strickland, Madeline ---------- Maryland
Shore, Edith ---------- North Carolina
Sherrill, Hazel ---------- North Carolina
Taylor, Maurine ---------- North Carolina
Williamson, Iva (Irregular) ---------- North Carolina
Wallace, Mildred ---------- North Carolina

ACADEMY

FOURTH YEAR

Abernethy, Elnora (3 & 4) ---------- North Carolina
Boggs, Pearl ---------- North Carolina
Brown, Olivia ---------- North Carolina
Duke, Requa ---------- North Carolina
Eliason, Nancy ---------- North Carolina
Hartley, Gwendolyn ---------- North Carolina

Hudson, Elizabeth ---------- North Carolina
Harry, Louise ---------- North Carolina
Holland, Nellie ---------- North Carolina
Johnson, Fay ---------- North Carolina
Morrison, Janie ---------- North Carolina
Murray, Myrtle (3 & 4) ---------- North Carolina
McKinny, Clara ---------- North Carolina
Neale, Blanch (3 & 4) ---------- North Carolina
Poston, Frances ---------- North Carolina
Summers, Lorena ---------- North Carolina
Swain, Grace ---------- North Carolina
Sherrill, Winnie ---------- North Carolina
Taylor, Eleanor ---------- North Carolina
Waldrop, Bertie ---------- North Carolina
Webster, Annie L. (3 & 4) ---------- Tennessee

THIRD YEAR

Alexander, Frances ---------- North Carolina
Alexander, Margaret ---------- North Carolina
Bristol, Eloise ---------- North Carolina
Douglass, Ila M. ---------- North Carolina
Deitz, Virginia (Irregular) ---------- North Carolina
Eliason, Jane ---------- North Carolina
Greenwood, Eloise ---------- North Carolina
Gribble, Inez ---------- North Carolina
Herring, Jeanette ---------- North Carolina
Long, Helen ---------- North Carolina
Lowery, Lee May ---------- North Carolina
Massey, Bulow (Irregular) ---------- South Carolina
Motley, Katie ---------- Virginia
Pressly, Isabel ---------- North Carolina
Reese, Eva M. ---------- Georgia
Sloop, Elizabeth ---------- North Carolina

SECOND YEAR

Bradford, Margaret ---------- North Carolina
Davidson, Ella M. ---------- North Carolina
Hamilton, Elizabeth ---------- North Carolina
Hall, Esther ---------- North Carolina
Henkle, Dorothy ---------- North Carolina
Matheson, Margaret ---------- North Carolina
Morrison, Margaret W. ---------- North Carolina
Pennington, Margaret ---------- North Carolina
Sale, Cecil ---------- North Carolina

Steele, Lila	North Carolina
Tilley, Eva	North Carolina
Turner, Corea	South Carolina
Williams, Katie	North Carolina

FIRST YEAR

Bagwell, Mary C.	North Carolina
Blackwell, Rebecca	North Carolina
Dickerson, Athlene	North Carolina
De Laney, Helen	North Carolina
Douglass, Cleo	North Carolina
Foster, Fay	North Carolina
Fowler, Julia	North Carolina
Johnson, Mary W.	North Carolina
Lewis, Catherine	North Carolina
Mungo, Lucile	North Carolina
Tsumas, Annie	New Jersey

SUB-ACADEMIC

Ayers, Hazel	North Carolina
Bowie, Amelia	North Carolina
Bowie, Melba	North Carolina
Beall, Janie	North Carolina
Parker, Catherine	North Carolina
Patterson, Louise	North Carolina
McElwee, Sarah	North Carolina
McElwee, Elizabeth	North Carolina
Quinn, Eugenia	North Carolina
White, Katherine	North Carolina
White, Mary G.	North Carolina

SPECIALS

PIANO

Adderholt, Virginia
Beall, Janie
Beaver, Nova
Barkley, Anna L.
Bowie, Melba
Bowie, Amelia
Blackwell, Rebecca
Brown, Helen
Bristol, Eloise
Bristol, Annie B.
Brawley, Margaret
Carter, Alice
Crowell, Manetta
Davis, Martha
Dickerson, Athlene
Douglass, Ila M.
Douglass, Cleo
Deitz, Virginia
Deaton, Willie M.
Deaton, Mary B.
Duke, Cornelia
Eliason, Jane
Foard, Elizabeth
Frazier, Irene
Fowler, Julia
Gribble, Inez
Hamilton, Elizabeth
Harry, Louise
Henkle, Dorothy
Hoover, Carrie
Knox, Eva
Kincaid, Sara
McKenny, Clara
Neal, Blanche
Neely, Catherine
Patterson, Louise
Pennington, Margaret
Poston, Katherine
Sherrill, Hazel
Scroggs, Lois
Sherrill, Helen
Steele, Lila
Tilley, Eva
Tharp, Lucile
Turner, Helen
Tsumas, Annie
Wallace, Mildred
Wallace, Henrietta
Watts, Cordelia

VOICE

Barkley, Anna L.
Carter, Alice
Coffey, Elsie
Crowell, Manetta
Douglass, Ila M.
Frazier, Irene
Hartley, Gwendolyn
Holland, Nellie
Holland, Tobie
Ives, Gertrude
Johnson, Bessie
Knox, Eva W.
McCormick, Loretta
Reese, Eva M.
Taylor, Maurine
Tilley, Eva
Tsumas, Annie

VIOLIN

Brown, Olivia
Duke, Requa
Snodgrass, Amy
Wallace, Frances

ORGAN

Bristol, Annie B.
Blackburn, Ruby
Gaither, Mary
Scroggs, Lois

HOME ECONOMICS

Fraley, Thelma
Goode, Ruby
Holland, Tobie
York, Hazel
Morrison, Margaret L.
Watson, Helen
Williamson, Ivey

SECRETARIAL

Herring, Jeannette
Maultsby, Helen
Clark, Mrs. E. W.
McGill, Annie
Swain, Grace

APPLICATION FOR ADMISSION
TO
Mitchell College, Statevsille, N. C.

_____ 1923

PRESIDENT MITCHELL COLLEGE:

DEAR SIR—Please reserve a room for my

{Daughter / Ward / Self} _____
(Give full name)

for the Session of 1923-24, (September 12th, to May 21st).

I have read your Catalogue and understand the terms and conditions. I promise to co-operate in every way possible to make the year's work successful. I enclose the reservation fee of $10.00, which I understand will be credited on College fees, as stated in the Catalogue, if my daughter enters; the same to be forfeited if she does not enter, unless I notify you by September 1st.

Signed _____
(Parent or Guardian)

Address _____

Give Following Information:

Occupation of Father or Guardian _____ Financial reference _____ Age of applicant _____

Church affiliation _____ Condition of health _____

What School last attended? _____ Name and address of Principal _____

What Department? College? _____ Academy? _____

What class in the department? _____

What Special? Piano _____ Voice _____ Organ _____

Violin _____ Cello _____ Domestic Science _____

Domestic Art _____ Secretarial _____.

N. B. When this application is received by the President, a blank form will be sent for certifying previous work done—also blank form for Name Tape. Other information will be sent ten days before school opens.